



2014/15 Talent Management
Policies and Procedures
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Prestige Academy

Talent Management Policies and Procedures

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Our Approach

Prestige Academy recognizes that a highly effective teacher is the single most important factor in a child's academic success. To provide a school of quality, demands a thoughtful approach to building human capital. Moreover, strong teachers will grow to become strong leaders. Strong leaders are strong instructional leaders, and whether that is an instructional coach, a grade level chair, or a school leader, Prestige is committed to finding and developing the talent necessary to build our school internally and externally.

To provide a school of quality, it is critical that we have deliberate and focused strategy for identifying, recruiting, retaining, and developing talent at all levels of the organization. To hone efforts to work efficiently and identify mission-fit talent, both new and experienced, the organization will focus on three specific strategies:

1. Deepen strategic partnerships as key levers for recruiting new talent.

Prestige will grow a deep and talented pipeline by deepening the partnerships with Delaware's best teacher training programs and education schools. We must attract the best of Delaware's homegrown talent by striving to be a highly desirable placement for the top graduates of Delaware teacher training programs and for Delaware's Teach For America (TFA) corps and alumni.

2. Acquire funding to create a Teacher Fellows program in grades 5 and 6. This will allow Prestige to grow home grown teachers who will later serve as lead teachers and fill the pipeline.

3. Utilize social media and national marketing strategies to promote Delaware and Prestige. While Prestige has begun to do this with more intentionality for student recruitment, we recognize that there is always more to do in order to recruit a national talent pool. Prestige aspires to build a more diverse talent pool that represents the multiple backgrounds and experiences shared by scholars.

Purpose of this Handbook

This handbook is intended to be used as a reference to understand the talent management process, specifically how it pertains to the recruitment, selection and onboarding processes at Prestige Academy. Additionally, this is a document that has policies and procedures that have been developed to thoughtfully support talent management at Prestige.

Overview of Roles and Responsibilities in Recruitment and Selection

The Prestige Talent Team is responsible for managing all aspects of the recruitment and selection process, this includes conducting outreach to potential candidates, processing and reviewing application materials, communicating with leadership about hiring needs and candidate prospects, and shepherding candidates through the application process.

In order to work efficiently and effectively, frequent communication and collaboration among the Talent Team and the leadership is essential.

Key terms

Recruitment: The process of identifying and cultivating and educating prospective Prestige talent

Selection: The process that takes place following recruitment once a candidate has expressed interest and/or applied to a position at Prestige. Selection concludes as soon as an offer is extended.

Onboarding: The mechanism through which new team members acquire the necessary knowledge, skills, and behaviors to become effective team members and spokespeople for Prestige.

Talent Management: The overall system that supports the recruitment, selection and retention of highly effective team members.

Talent Team: Those engaged in managing the talent recruitment and selection process, often members of the school-based leadership team as identified by the Executive Director.

Executive Director: The Executive Director is ultimately responsible for the decision to hire and must extend the offer to a candidate for a given job unless otherwise noted.

Candidate: Any individual whom the Prestige team has encountered through its recruitment efforts

TalentEd: Prestige's online talent management system

Human Resources (HR): The team of consultants off site that supports Human Resources Management network (consists of the Business manager and staff accountants).

Organization-Wide Expectations in Talent Management

Professionalism

It is Prestige's goal that all candidates feel as though they were treated professionally and respectfully throughout the recruitment and selection process. Whenever it is possible it is the expectation of the Talent Team, School-based team, and Executive Director to make scheduling expectations clear and coordinate all logistics and schedules in advance.

Communication Expectations for Candidates

It is Prestige's expectation that all candidates should respond to communication from a Prestige team member within 48 hours of receipt. Whenever possible, the Talent team and Executive Director will give candidates at least 3 days' notice regarding on-site interviews and performance task completion. If it is necessary to deviate from this timeline, it is the responsibility of the Prestige team member to explicitly communicate this deviation to the candidate.

Communication Expectations for Prestige Staff Members Engaged in Talent Management

Successful talent management systems are dependent upon ongoing communication between all departmental teams involved in this system. To ensure that candidates move through the system efficiently, that the recruitment team is continually aware of the most pressing hiring needs and that vacancies are filled with the strongest team members a well-outlined communications plan is essential.

Core Expectations:

- The Executive Director is responsible for notifying the Talent Team of any prospective or current vacancies as soon as they are identified.
- The Talent Team will respond to requests from the Executive Director within one business day of receiving the request.
- Team members will not be expected to complete reference checks, coordinate candidates scheduling and travel, or contact candidates over the weekend and/or vacation days.
- The Executive Director will provide an offer letter within 24 hours from the time the verbal offer is made and an offer request is initiated within TalentEd to HR and the candidate.

Recruitment Season Forecasting Meeting	
School Leader:	
Date:	
Part I: Communication	In-Person Interview Day
	Interview Scheduling Point Person:
	Day-of on-site Point Person:
	Tour Guide:
	Preferred Model Lesson days:
	Maximum # of model lessons/week:
	Team Panelist for all interviews:
	1. 2. 3. 4. 5. 6.
	Demo Lesson Attendees to Invite:
	1. 2. 3. 4. 5. 6.

Part II: Forecasting	Top 3 Hiring Priorities for Upcoming School Year		
	1. 2. 3.		
	What does the EA team need to know about my staffing needs and/or the process at my school?		
Part III: Vacancies	Grade	Role/Content	Current Prospects
	Example:5th	Science Teacher	Mary Poppins, Jane Kennedy
	Example:8th	ELA	Denzel Washington, Sal Grasso

Throughout the year the Talent team will have ongoing communication with leadership. During the off-season of recruitment these meetings are intended to take place on a bi-weekly to monthly basis depending on the need. During the busiest part of the recruitment season (December to June) these meetings will take place on a weekly basis.

Weekly Meeting Agenda					
School Leader:					
Date:					
Position:	Applicant Data:		Candidates:	Stage of Process:	Upcoming Action Items:
	# of total applicants:				
	# of applicants that advanced:	Phone: In-person:			

Staffing Reports

On a monthly basis the Talent team will be updating the board dashboard or sending out a staffing report to all members of the leadership team when appropriate. This reporting structure will support transparency in the recruitment/selection process and allow the leadership team to have an ongoing understanding of the current candidate pool. The report will outline any current opening, the total number of applicants and the numbers of applicants in each major stage of the selection process.

Board Dashboard Metrics

Human Capital and Talent Recruitment	Target
2015-16 Applicants per Position	5

% 2015-16 vacancies filled by June 15th	85%
% 2015-16 hires who are diverse	20%
% 2015-16 instructional staff with 2+ years of experience	50%

Staffing Report Template

Date of Report: XX/XX/XX

Position	Grade	Vacancy Date	Status	Total # of Applicants	# of Applicants Advanced to Screening Interview	# of Applicants Advanced to In-Person Interview
Example: Learning Support	8th	1/5/2015	On-going	17	2	2
TOTAL						

Recruiting Resource	No. of Applicants
Prestige Website	
College/Campus Recruiting	
Employee Referral	
Internet Job Board	
Local	
Other source	
Teach For America Jobs	

Roles and Responsibilities

Activity	Executive Director (or Talent Team)	Human Resources
(Bi-)Weekly staffing check-ins	X	
Recruitment material design	X	
Update pre-existing job descriptions	X	
Drafting new job descriptions	X	
Drafting work tasks	X	
Job postings	X	
Recruitment Fair/Events	X	
Candidate Outreach and	X	

Cultivation		
Referral outreach	X	
Resume screen and phone screen	X	
Video review	X	
Campus Tours	X	
On-site interview/demo lessons	X	
On-site point person	X	
In-person interview and demo debrief	X	
Reference check	X	
Verbal offer	X	
Offer letter	X	
Discuss Benefits/First pay		X

Recruitment

General Process Guidelines

Please keep in mind the following guidelines related to the Prestige recruitment process:

- Every individual who makes contact with any member of Prestige and who is interested in exploring employment opportunities with the school should be forwarded on to the Executive Director and directed to our career portal- TalendEd. This will ensure that all individuals' contact information is centrally stored in the organization's recruitment database.
- Any individuals not on the Talent team *should not respond to emails, phone calls or outreach from individuals they do not now know who are interested in exploring employment opportunities*. All correspondence should be sent directly to a member of the Talent team for processing. This will help to prevent duplicative steps from being completed by multiple members of the organization, and will ensure that all external individuals are experiencing the same interview process.
- It is the goal of the Talent team to ensure that all individuals feel as though they were treated professionally and respectfully throughout the application and interview process.
- Prestige is an equal opportunity employer and therefore does not discriminate on the basis of race, color, national origin, sex or disability.

Please keep in mind the following guidelines related to posting of job opportunities on behalf of Prestige:

- In order for an official search for any school-based part-time or full-time positions to begin, leadership must first get approval from the Executive Director to move forward with the process.
- Once approval has been granted to begin the search, the Talent team will work collaboratively with the Executive Director to generate a job description for the

role. Note: While the Talent team has many pre-existing commonly used job descriptions, if the Executive Director is creating a new position, he/she is responsible for drafting the corresponding job description.

- Job postings will be updated by the Talent team at least once every three weeks to ensure ongoing web presence. During peak season, it may take the Talent team as much as three days to post any new positions due to volume of applicants.

Recruitment Strategies

Prestige Academy recognizes that a highly effective teacher is the single most important factor in a child’s academic success. To provide a school of quality, demands a thoughtful approach to building human capital. Moreover, strong teachers will grow to become strong leaders. Strong leaders are strong instructional leaders, and whether that is an instructional coach, a grade level chair, or a school leader, Prestige is committed to finding and developing the talent necessary to build our school internally and externally. Prestige is equally committed to developing a robust pipeline of candidates with an intentional focus on recruiting candidates which reflect the rich diversity of the scholars and families we serve. There are five strategies outlined below that Prestige will attempt to leverage in the 2015/16 school year. These strategies are intended to support the overall targets outline in the board dashboard.

Board Dashboard Metrics

Human Capital and Talent Recruitment	Target
2015-16 Applicants per Position	5
2015-16 hires who are diverse	20%
% 2015-16 vacancies filled by June 15th	85%
% 2015-16 instructional staff with 2+ years of	50%

Recruitment Strategies

Strategy	Activities
Strategy #1: Strategic outreach to organizations that are exemplars in the high performing school sector to learn best practices	<ul style="list-style-type: none"> • School visits to local charter networks (Mastery Network, DC, NY schools) • School visits as part of the high school placement process • Continuing to grow and cultivate relationships with higher ed institutions (ex. UD) and alt cert programs (ex. TFA and ARTC)
Strategy #2: Develop a robust local recruitment campaign (DE based)	<ul style="list-style-type: none"> • Obtain funding for and grow the Teacher Residency program • Attend recruitment fairs • Job postings • In person meetings with higher ed classes, career services • Prestige recruitment events • Engage our current staff that are alums of DE higher ed institutions and TFA
Strategy #3: Grow to be regionally/nationally recognized	<ul style="list-style-type: none"> • Attend recruitment fairs • Job postings • In person meetings with higher ed classes, career services • Prestige recruitment events • Engage our current staff that are alums of non-DE higher ed institutions and TFA

<p>Strategy #4: Increase the racial, ethnic, and gender diversity of the applicant pool</p>	<ul style="list-style-type: none"> • Partnership with Nemnet (National Employment Minority Network) New York/DC/Philadelphia career fair, job postings, resume book • HBCU Connect: email blast, job postings, resume book
<p>Strategy #5: Continue to define and refine how BVP leverages the rich diversity of the scholars we serve.</p>	<ul style="list-style-type: none"> • Diversity working group of BVP staff • Diversity vision statement • Involve interested staff members in diversity recruitment outreach • Engage interested individuals in on-site candidate cultivation

Prestige will recruit teachers, leaders, and administrators at the local, state, and national level. Jobs will be posted on a number of websites in order to ensure that the very best candidates learn about and apply for jobs at our organization. A current list of posting sites is included below, this list is always evolving as the Talent team identifies new partnerships.

Career Portal Prestige Intends to Utilize via TalendEd
National Employment Minority Network (Nemet)
HBCU Connect
University of Delaware
Delaware Technical College
Wilmington University
Delaware State University
Hunter College
Columbia Education Program
Howard University
George Washington University
Delaware State University
Northeastern University
Boston College
Yale University
Harvard Graduate School of Education
Brown University
Idealist
Rhode Island College
School Spring
Yale University
Teach for America (TFA) Jobs

Recruitment Calendar

In addition to Prestige’s presence at school visits, professional development workshops and conferences, and phone calls/on-site meetings with career services, Prestige will also be attending recruitment events during the 2015/16 school year:

TBD-Date, Location and Time of Event

Recruitment & Selection Marketing

There are a variety of vendors that Prestige will need to work with to spread the word about the organization and to attract the best talent to lead our classrooms and our

teams. During the 2015/16 school year Prestige intends to utilize the following sources for paper advertisements: Teach for America’s One Day, Teacher of Color, Philadelphia Enquirer, and EdWeek. In addition, Prestige is also focused on marketing its recruitment and selection process through social media such as Facebook, Twitter, LinkedIn, and Instagram.

Recruitment & Selection Budget

The Talent team will track the recruitment and selection budget using a google document. The anticipated budget for the 2015/16 school year is ~\$16,000. Below is a high level overview of the way expenses break out in regards to recruitment and selection:

Proposed Recruitment/Selection Budget	
Contracts (TalentEd, SchoolSpring, ect.)	\$2,500.00
Recruitment Events (College/Univ., On-site, Nemnet, ect.)	\$2,000.00
Ad Space (Projo, EdWeek, One Day, social media, ect.)	\$5,000.00
Job Postings (College/Univ., Idealist, HBCU, ect.)	\$2,000.00
Job Postings (College/Univ., Idealist, HBCU, ect.) \$5,000.00	\$2,000.00
Travel (For staff and candidates)	\$1,000.00
Employee Referral Program	\$1,500.00
TOTAL	Approx. \$16,000.00

Selection

Prestige Core Competencies and Skills

Prestige Academy Core Competencies	
Mission Fit:	Does the candidate believe that all children should be held to high expectations and when this is done, all students can reach high levels of academic achievement? Does the candidate have a “whatever it takes” approach to their work? Does the candidate have the skills or desire to work with a diverse population?
Achievement/Results Driven:	Has the candidate produced strong (student achievement) results in a former (teaching) role? Can the candidate analyze data and implement targeted improvements to his/her practice? Can the candidate provide examples of or express a desire to produce ambitious results?
Positive Outlook/Urgency:	Does the candidate operate with a sense of possibility and provide clear momentum towards the objectives he/she sets out to complete?
Reflective and Skillful Practitioner:	Does the candidate know how to create an objective driven lesson. Does the candidate respond well to feedback and ask for help? Does the candidate have a joyful yet purposeful presence, strive for 100% and frame expectations positively? Is the candidate committed to being a life-long learner and have a track record to support that commitment?
Grit/Productivity/Organization:	Does the candidate express a means by which to stay organized even amidst stressful environments? Will the candidate do “whatever it takes” even in the face of multiple challenges?
Collaborative:	Does the candidate work well with peers and develops next steps in collaboration with others? Does the candidate look to be part of a team and embrace co-teaching?
Additional skills to identify:	Critical Thinking, Communication, Professionalism, Teacher Presence

Overview of the Prestige Selection Process

Step 1: Candidate **submits an online application** through the Prestige career portal.

- ✓ **Who:** Resumes and supplemental application questions are vetted by the Talent Team
- ✓ **Evaluated with:** Selection Tool A
- ✓ **Competency/ies measured:** Mission Fit, Achievement/Results Driven, Reflective and Skillful Practitioner, Critical Thinking, Communication

Step 2: Phone interview and supplemental application, selected applicants will be invited to participate in a phone interview with a member of our team. This phone call is intended to measure mission fit and begin to assess the candidate's instructional style. Upon invitation to the phone interview candidates are also sent, via email, a supplemental application with short answer questions that further evaluate their educational philosophy.

- ✓ **Who:** Screening interviews are conducted by the Talent team
- ✓ **Evaluated with:** Selection Tool B
- ✓ **Competency/ies measured:** Mission Fit, Achievement/Results Driven, Grit/Productivity/Organization, Collaborative, Communication, Professionalism

Step 3: Video lesson demo, candidates applying for an instructional role will be invited to submit a 5-10 minute teaching clip (uploaded to Dropbox or YouTube).

- ✓ **Who:** Videos are viewed by Talent Team and passed on to the Executive Director if the candidate is advanced
- ✓ **Evaluated with:** Selection Tool C
- ✓ **Competency/ies measured:** Positive Outlook/Urgency, Communication, Professionalism, Teacher Presence

Step 4: In person interview and live demo lesson, candidates that advance to this step in our selection process will be invited on-site to participate in a half-day interview that will include teaching two demo lessons. In between the lesson demos there will be a debrief which will supply the candidate with feedback on how to focus his/her reteach. The interview day will also include observing classroom instruction and meeting with members of the school based leadership team.

- ✓ **Who:** The Talent Team will communicate to candidates their half-day interview schedule, objective and demo expectations. Once on site the identified members of the team are responsible for seeing this schedule through and closing out the day with the candidate.
- ✓ **Evaluated with:** Selection Tool D
- ✓ **Competency/ies measured:** Achievement/Results Driven, Positive Outlook/Urgency, Grit/Productivity/Organization, Collaborative, Communication, Professionalism, Teacher Presence

Step 5: Reference Check, on the online supplemental application three references are collected, candidates are notified by the Executive Director that their references will be contacted.

- ✓ **Who:** Reference checks are completed by the Executive Director with the support of the Talent Team. In the height of the hiring season it is common practice for the Talent Team to complete reference checks.
- ✓ **Evaluated with:** Reference check question bank
- ✓ **Competency/ies measured:** Any area that needs to be further assessed.

Selection Tool A.

- ✓ **Who:** Resumes and supplemental application questions are vetted by the Talent Team
- ✓ **Competency/ies measured:** Mission Fit, Achievement/Results Driven, Reflective and Skillful Practitioner, Critical Thinking, Communication

Selection Criteria	Example	Indicators in Resume	Indicators in Short-Answer Response
Mission Fit/High Expectations	<p>Conveys an understanding of Prestige and why he/she wants to join the team</p> <ul style="list-style-type: none"> • Demonstrates social and cultural Understanding in teaching, as well as with students' families and larger community • Operates in a manner consistent with school goals and objectives. • Behaves professionally in all settings 	<ul style="list-style-type: none"> • Has experience working in diverse settings • Has urban or unique teaching experience 	
Achievement/Results Driven	<p>Shows a trend of excellence and concrete results in endeavors</p> <ul style="list-style-type: none"> • Has set and met ambitious goals • Takes on challenges • For experienced educators-record of achieving significant gains with students • For new teachers-strong academic record, has surpassed employer expectations in previous positions 	<ul style="list-style-type: none"> • Evidence of promotions and/or demanding educational programs • No unexplained gaps in employment • Involvement in community service or service-learning programs • Evidence of leadership roles and responsibilities • GPA 3.0 or higher 	
Reflective and Skillful Practitioner	<p>Expertise and success in teaching subject</p> <ul style="list-style-type: none"> • Possess expertise in content matter • Possess expertise in teaching practice and pedagogy • Proactively seeks opportunities to develop content, pedagogical and practical knowledge 	<ul style="list-style-type: none"> • Degree supports teaching in subject matter • Completed teaching Preparation program/Selective alt cert program • Lists PD or other continuing ed courses 	
Critical Thinking	<p>Analyzes situation thoroughly and generates effective strategies</p> <ul style="list-style-type: none"> • Discerns the presence and nature of problems accurately • Develops creative solutions • Displays logical approach to all situations 	<ul style="list-style-type: none"> • Evidence of leadership roles and responsibilities 	
Communication	<p>Demonstrates effective written and oral skills</p> <ul style="list-style-type: none"> • Displays mastery of written and oral grammar, usage, and organization • Speaks clearly and precisely • Fluent verbal and written command of the English language 	<ul style="list-style-type: none"> • Resume has consistent formatting • Resume is well organized • Resume has no errors in spelling or grammar • Resume demonstrates command of the English language 	

Selection Tool B.

- ✓ **Who:** Screening interviews are conducted by the Talent Team and trained screeners
- ✓ **Competency/ies measured:** Mission Fit, Achievement/Results Driven, Grit/Productivity/Organization, Collaborative, Communication, Professionalism
- ✓ **ONLINE SCREENING TOOL**

Initial Screening Interview			
Step 1: Brief introduction to establish expectations for the call and overview of the selection process			
Competency	Question(s)	Aligned Response	Notes
N/A	How did you learn about Prestige?	N/A	
N/A	We are a public charter school. Are you familiar with public charters? If not, this is what should be shared... -Founded in 2008 -We primarily serve the City of Wilmington but have students from greater New Castle County -Students are enrolled on a first come first served basis and then we move to a lottery if over enrolled. -98% African-American -100% FRL -23% IEP -0% ELL	N/A	
Step 2: Questions to assess select competencies			
Communication	To start, take 2 minutes and walk me through your resume. Please also outline what makes you a strong candidate for this position?	<ul style="list-style-type: none"> Clearly and succinctly able to summarize past experience and highlight his/her strengths aligned to the posted position 	
Mission Fit/High Expectations	<ol style="list-style-type: none"> 1. Why Prestige? Why are you excited to be a part of our team? 2. What does College Prep mean to you? What would it look like in your classroom? 3. Why are you drawn to working in an intentionally all-boys urban environment like Prestige? What are both challenges and rewards associated with working in an all-boys urban setting? 4. What factors must be in place for you to be successful as a teacher, and without which you do not believe it will be possible to get results? 5. To what extent do you think that students from low-income communities should be held to the same standards as those in wealthier communities? Why? 	<ul style="list-style-type: none"> Attracted to a collaborative setting Commitment to working with an all-boys urban population Drawn to a Entrepreneurial environment Whatever it takes attitude Passionate about Education Reform Invested in his/her Professional development Drawn to working in a college prep, no excuse environment Emphasized the importance of academic rigor Deeply invested in preparing 100% of scholars for college 	

Achievement/Results Driven	<ol style="list-style-type: none"> 1. There are many factors that will determine your success in raising the achievement of your students. What percentage of the weight rests on you? Why? 2. What information do you use to set goals for a class in a given year? How do you measure your student's progress towards those goals? 3. Tell me about your greatest accomplishment. How did you do it? 	<ul style="list-style-type: none"> • Takes responsibility for student achievement /growth • Uses formative and summative assessments • Believes in the importance of state standards • Goals for student growth should be 1-2 years • Describes experiences analyzing student data to drive decisions 	
Grit/Productivity/Organization	<ol style="list-style-type: none"> 1. Working at a relatively new organization like Prestige means that there is always more to do. Tell me about a time when you found yourself in a position where you had more work to do than you had time for and you felt did not have enough resources. Did you accomplish your goals? What did you do to make sure you accomplished your goals? 		
Collaborative	<ol style="list-style-type: none"> 1. We are a collaborative setting, how has collaboration looked for you in the past? Describe a time when you had to work collaboratively? Where were some pitfalls or challenges about the collaborative process for you? 2. How would others that collaborated with you describe your working style? 	<ul style="list-style-type: none"> • Did the candidate convey themselves in a positive manner via email? • Were they available when they said they would be? • Did he/she manage their air time on the phone? • Was the candidate prepared for the interview, did he/she ask questions? 	
Professionalism	N/A		
Step 3: Candidate Questions/Close out the conversation			

Selection Tool C.

- ✓ **Who:** Videos are viewed by the Talent Team and passed on to the Executive Director if the candidate is advanced
- ✓ **Competency/ies measured:** Positive Outlook/Urgency, Reflective/Skillful Practitioner, Professionalism, Communication, Teacher Presence
- ✓ **To View Video Samples: *Sample Pathway***
 - Go to: <https://www.dropbox.com/home>
 - Login:
 - Password:
 - Click on the folder **2015-16 Teaching Samples**
 - Click on: **Candidate's Last, Candidate's First--Prestige Teaching Sample**

Video Teaching Sample		
Competency	Question(s)	Notes
Positive Outlook/Urgency	<ul style="list-style-type: none"> • Clear momentum towards the objectives • Warm/strict presence, joyful yet purposeful 	
Reflective/Skillful Practitioner	<ul style="list-style-type: none"> • Lesson is objective driven • Lesson follows an I do/we do/you do design • Candidate strives for 100% • Interactions with scholars are positively framed • Scholar engagement is high (>80%) 	
Professionalism/Communication	<ul style="list-style-type: none"> • Communication is clear, logical and organized • Candidate speaks audibly, articulately, confidently • Candidate used professional language and tone • Candidate follows directions for submitting video teaching sample 	
Teacher Presence	<ul style="list-style-type: none"> • Candidate uses voice and presence to assert leadership when presenting content and delivering directions 	

Selection Tool D.

- ✓ **Who:** Identified members of the Talent Team will communicate to candidates their half-day interview schedule, objective and demo expectations. Once on-site, the school team is responsible for seeing this schedule through and closing out the day with the candidate.
- ✓ **Competency/ies measured:** Achievement/Results Driven, Positive Outlook/Urgency, Reflective/Skillful Practitioner, Grit/Productivity/Organization, Collaborative, Communication, Professionalism, Teacher Presence

Candidate's Name:

Date:

Class:

Lesson Objective:

Demo Lesson #1		
Taxonomy Focus:	Glows:	Grows/Questions:
Teacher Presence: - Teacher efficiently uses words and body language precisely to demonstrate strength in the classroom. - Attempts to build relationships with scholars - Joy is infused in h/her presence - Candidate approaches behavioral challenges with attempts at positive framing (even if h/she has had limited exposure to Lemov) - Candidate strives for 100% engagement		
Reflective/Skillful Practitioner: - Lesson is objective driven with clear momentum towards meeting it. - Strives to have scholars doing the "heavy lifting" - Economy of language - Questioning tactics are well planned (intentional) and lead to rigorous learning - Content is presented accurately		
Achievement/Professionalism: - Lesson artifacts are well organized - Candidate is prepared		
Feedback Session: What are the 2-3 areas of focus for the re-teach?	1. 2. 3.	
Feedback Session: Professionalism/Communication: Please summarize candidate's ability to interact with interviewers, respond to feedback and articulate himself/herself succinctly.		

Reteach (Demo #2): *If present for the first lesson, please use this section noting changes in this lesson from the first one. Highlight areas where feedback is attempted and whether it was successful or not.*

Taxonomy Focus:	Glows::	Grows/Questions:
Teacher Presence: - Teacher efficiently uses words and body language precisely to demonstrate strength in the classroom. - Attempts to build relationships with scholars - Joy is infused in h/her presence - Candidate approaches behavioral challenges with attempts at positive framing (even if h/she has had limited exposure to Lemov) - Candidate strives for 100% engagement		
Reflective/Skillful Practitioner: - Lesson is objective driven with clear momentum towards meeting it. - Strives to have scholars doing the “heavy lifting” - Economy of language - Questioning tactics are well planned (intentional) and lead to rigorous learning - Content is presented accurately		
Achievement/Professionalism: - Lesson artifacts are well organized - Candidate is prepared		
Final Ranking: Based on Today’s Demos (1-4, with 1 being a definite “no” and 4 being “hire today!” Your Score Here: _____	Comments:	

I. Team Interview for (candidate’s name): _____

Team facilitates interview focused on the following questions (record evidence/notes alongside each question):

1. How did you prepare for your lesson today? (Achievement/Results)
2. How do you determine your academic goals for your students each year? (Mission Fit)
3. Working at a relatively new organization like Prestige means that there is always more to do and to improve upon. Tell us about a time when you found yourself in a position where you had more work to do than you had time for and you felt did not have enough

resources. Did you accomplish your goals? What did you do to make sure you accomplished your goals? (Positive Outlook)

4. Prestige has an intentionally urban, all-boys student population and our team is focused on putting all of them on a path to college. Now that you are here interviewing, what do you believe needs to be present in a college prep program that will meet the needs of an urban all-boys population? How do you see that here? (Mission Fit)
5. Any questions for us?

Final Ranking: Based on Interview Responses (1-4, with 1 being a definite “no” and 4 being “hire today!”

Your Score Here: _____

Comments:

Selection Tool E.

This selection tool represents the format for how the summary of a candidate's selection data will be stored. The following template can be found in the dropdown menu of a candidate's profile under 'Evaluation Ranking.' This will allow the Talent Team to track a candidate's progression in the selection process, particularly it will account for how a candidate advances in any given step of the selection process.

Resume Review--candidate should advance to a screening interviews based on the following criteria:					
	Excellent	Good	Average	Below	Poor
1. Resume and Cover Letter are included as attachments and are well written, with little to no errors					
2. GPA 3.0 or higher					
3. Urban or unique volunteer and/or teaching experience					
4. Why Prestige? is addressed adequately in cover letter (i.e. makes you want to learn more)					
Screening Interview--candidate effectively addresses the following criteria:					
1. Communication:					
2. Mission Fit/High Expectations:					
3. Achievement/Results Driven:					
4. Professionalism:					
Interview Day--candidate ranking specific to demo lesson, feedback session, & lesson reteach based on the following criteria:					
1. Teacher Presence (warm/strict, j-factor)					
2. Strives for 100% engagement					
3. Positively frames and narrates academic and behavioral expectations					
4. Lesson is well organized and objective driven					
5. Feedback is well received and successful attempts at implementing the three areas for improvement are demonstrated in the reteach					
Teacher Interview Panel--candidate meets or exceeds expectations of peers based on the following criteria:					
1. Professionalism:					
2. Collaborative:					
3. Mission Fit/High Expectations:					
4. Content Knowledge & Pedagogy:					
Final Interview with Hiring Manager--candidate meets or exceeds expectations of hiring manager based on the following criteria:					
1. Professionalism/Fit with Hiring Manager Team					
2. Reflective & Skillful Practitioner					
3. Achievement/Results Driven					
4. Positive Outlook					
Reference Check--offer extended based on 2-3 reference checks, including one of a recent manager.					
Notes of these calls can be found under candidate's "history" in TalentEd					
Potential and Overall Summary					
<ul style="list-style-type: none"> • Poor: This candidate does not advance and should not be considered for any positions at Prestige. • Below: This candidate does not meet all competencies to advance but with additional growth and experiences could re-apply in the future. • Average: This candidate meets all competencies but will require coaching in 2 or more areas. 					

<ul style="list-style-type: none"> • Good: This candidate exceeds expectations in one or more competencies, can handle all aspects of job upon training, will make quick impact. Lead teacher candidate. • Excellent: This candidate exceeds expectations in 2 or more competencies, will make quick impact in everything. Shows great potential for leadership within the organization. 	
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Reference Check Question Bank.

- ✓ **Who:** Reference checks are completed by the Executive Director with the support of the Talent Team.
- ✓ **Competency/ies measured:** Any area that needs to be further assessed.

Reference Call Talking Points

1. Tell me about the nature of your relationship/experience with the candidate.
 - a. How long have you known the candidate?
 - b. Are you responsible for providing the candidate with feedback and/or are you the candidate's primary evaluator?
2. Please share with me his/her biggest strength in this role in terms of (select the appropriate areas to gather evidence):
 - a. Instructional planning (reflective practitioner)
 - b. Classroom management (reflective practitioner)
 - c. Instructional delivery (reflective practitioner)
 - d. Collaboration with colleagues (collaborative)
 - e. Family engagement (mission)
 - f. Leadership (ach)
 - g. Attitude/positive outlook (outlook)
3. Please share with me his/her biggest area for development in this role in terms of (select the appropriate areas to gather evidence):
 - a. Instructional planning (reflective practitioner)
 - b. Classroom management (reflective practitioner)
 - c. Instructional delivery (reflective practitioner)
 - d. Collaboration with colleagues (collaborative)
 - e. Family engagement (mission)
 - f. Leadership (ach)
 - g. Attitude/positive outlook (outlook)
4. Can you give me an example of a time you had to give the candidate feedback about his/her performance (teaching) and concrete ways in which he/she attempted to improve, based on that feedback?
 - a. Can you tell me about an instance when the candidate had a hard time receiving feedback? (i.e., found the feedback overwhelming, felt personal, etc)

Reference Checking Questions by Selection Competency

Mission Fit

1. Tell me about an instance when the candidate was faced with a challenge in the classroom and worked to overcome that challenge? (whatever it takes)
2. Tell me about the student population with which the candidate worked - % diverse, % FRL, %ELL, %special needs
3. Can you give me an example of the candidate holding *all students* to high levels of academic achievement?

Achievement

1. Tell me about the candidate's student achievement results. How did the candidate work to ensure that all students achieved?
2. Tell me about the candidate's work with data. What kind of data was regularly used? How was data evaluated? How did the candidate use that data to improve his/her teaching?
3. Tell me about an instance when the candidate took on a project (in or out of the classroom: organizing a field trip, advising student council, running a book fair, etc.)? Was he/she successful managing this project? What were the outcomes?

Outlook

1. Would you describe the candidate as consistently positive and upbeat? Do colleagues go to the candidate for pick-me-up pep talks or to commiserate?
2. How does the candidate handle stressful situations (i.e., an explosive parent, a hard-to-manage student, disagreements with colleagues, heavy workload, etc.)?
3. How does the candidate handle change and/or ambiguity (i.e., adopting a new approach to reading instruction mid-year, changes in leadership, being reassigned to a different grade level/content/lead teacher one week before school starts, etc.)?

Reflective Practitioner

1. Tell me about the candidate's instructional planning skills. Would you consider the candidate novice, proficient, or exemplary? Please explain.
2. Tell me about the feedback cycle in the candidate's role. How frequently was he/she observed? How frequently did he/she receive feedback? How was feedback delivered?
3. Does the candidate regularly reach out for feedback and coaching?
4. Does the candidate actively implement feedback that he/she has received?
5. Tell me how the candidate responds to feedback.
6. How would you describe the feeling in the candidate's classroom?
7. How would you describe the manner in which the candidate interacts with children?
8. How would you describe the candidate?
9. Thinking about the candidate's teaching/classroom management: what are 2-3 areas where he/she shows definite strength?
10. Thinking about the candidate's teaching/classroom management: what are 2-3 areas where he/she shows definite weakness/growth potential?

Grit

1. Would you describe the candidate as organized? How so?
2. Does the candidate routinely meet deadlines?
3. Does the candidate have classroom systems and structures to keep him/herself and students organized?
4. How does the candidate handle a heavy/overwhelming workload? (i.e., preparing for the first weeks of school, implementing new initiatives, handling high needs students, etc.)

Collaboration

1. What is the collaboration/common planning structure in the candidate's role?
2. How frequently does the candidate collaborate with his/her grade level team/content team?
3. Which role does the candidate often assume in collaboration? (leader, follower, dissenter, etc.)
4. In your opinion, would the candidate be successful in a highly collaborative environment (provide specific examples of collaboration)?
5. Would you describe the candidate as a team player?
6. Does the candidate interact with colleagues outside of school?
7. How does the candidate handle interpersonal challenges?

Providing Candidates an Equal Employment Opportunity

In some cases the Talent Team or other staff members that are participating in the interview process may ask questions that are not represented in the selection templates. As we recognize that candidate experiences and their openness to address questions can differ on a case-by-case basis and certain probing is sometimes necessary it is incredibly important that we provide an equitable interview process to all candidates, as such we ask that any staff member participating in the interview process sticks to the recommended questions as much as possible. Furthermore, in situations where it is necessary to ask additional probing questions please refer to the following table for topics and questions that may **not** be addressed at any point in the selection process. It is illegal to ask questions that relate directly or indirectly to the following topics:

Illegal Interview Questions/Statements	
Topic	Question(s)
Age	<ul style="list-style-type: none"> • How old are you? • When did you graduate from college? • What is your birthday?
Marital/Family Status • Are you married?	<ul style="list-style-type: none"> • Who do you live with? • Do you have children? • Do you plan to have a family? When? • What are your child care arrangements? • What does your husband/wife do for a living? • Tell me about your family.
Citizenship/National Origin	<ul style="list-style-type: none"> • What is your national origin? • Where are your parents from? • What is your maiden name? • Are you a US citizen?
Religion	<ul style="list-style-type: none"> • What is your religious affiliation? • What religious holidays do you celebrate? • Which church do you attend?
Attendance	<ul style="list-style-type: none"> • Are you able to work evenings and weekends?
Disability/Health	<ul style="list-style-type: none"> • Do you have any pre-existing health conditions? • Are you on any medication? • Do you have any job disabilities?
Criminal Records	<ul style="list-style-type: none"> • Have you ever been arrested? • Have you ever spent a night in jail? • Have you ever been caught drunk driving?
Other	<ul style="list-style-type: none"> • How do you define sexual harassment? • Have you ever been sexually harassed? • Have you ever filed for workers compensation? • Have you ever brought a law suit against an employer?

Onboarding

Prestige Academy makes every effort to be sure staff have a warm welcome and informative start to employment our school. The majority of staff that join the team are hired between December and June. They officially start with the organization at August Summer Academy. There can be anywhere from a week to 6 months between the hire and the start date so Prestige makes every effort to keep new hires as engaged as possible from the time they submit a signed offer letter. This can happen in many ways. Often the Talent Team will communicate events or meetings specific to their teams that new hires can participate in during the interim period before their first day officially arrives. The Talent Team manages communication that is sent to all new hires December through June and also hosts events such as Meet and Greets or Onboarding meetings either in person or via webinars.

Interview Process for Prospective Roles within the Organization

Throughout the school year, there may be times when current staff members notify their direct managers that they are currently exploring other opportunities for the coming school year, whether this is graduate school or positions within other organizations. In an effort to ensure that Prestige is not scrambling to fill these vacancies at the last minute, Prestige will be posting all positions within the organization and will begin interviewing candidates for these prospective vacancies while the current staff member remains in his/her role. In an effort to ensure that this process goes smoothly and that current staff members feel as though they are treated fairly and respectfully throughout the process, administration and Talent Team aim to hold to the following expectations when interviewing candidates for these prospective roles:

- Administrators must notify these current employees that they will begin formally interviewing candidates for their roles, and confirm their comfort level with the process. It is the responsibility of the Administrators and the Talent Team to be fully transparent with these employees regarding actions that are being taken.
- The Talent Team is responsible for interviewing candidates for these prospective roles, and to be similarly transparent with these individuals that the role for which they have applied is a prospective vacancy, and that if the staff member chooses to stay in his/her position for whatever reason, then Prestige would not be hiring for the role.
- Strong candidates will be invited to participate in in-person interview days, only once they have confirmed that they understand the prospective nature of the vacancy.
- Candidates who have successfully completed in-person interviews and who are deemed qualified for the role will only be offered a position within the organization once the current staff member officially notifies his/her manager that they will not be returning the following school year. No formal offers will be extended to candidates until this official notification has taken place.
- It is the responsibility of administrators to ask that strong candidates keep them abreast of their job search developments, should there be a vacancy which we would like them to fill if needed. This will ensure that an offer can be extended as soon as possible if a vacancy becomes available.

Hiring to Fill Timeline

The Talent Team in collaboration with Administrators will work to fill mid-year vacancies as quickly as possible; however, to ensure the pool of candidates is competitive the Talent Team is committed to keeping the job posted until three candidates have been advanced to a final interview day. In the case that an Administrator feels that candidate one or two are the hire it is not necessary to advance anyone additional. Once three candidates have been advanced to a final interview day an Administrator will be encouraged to either make a hiring decision or decide to wait on a hire. For hires that will join the team for the start of the following school year the Talent Team will work until the first week in June to schedule final interview days, however, by the second week in June Administrators will be asked to make all final hiring decisions based on the candidates they have seen. If they decide not to make a hire then the additional instructional vacancies they have will likely be made without a demo lesson unless this can be scheduled during summer school.

It is the goal of the organization to have 85% of known vacancies filled by June 15th.

Employee Referral Program

At Prestige, we believe that everyone is a recruiter and that it is always recruitment season. We invest in and rely heavily on recruiting the friends, family members, former colleagues, and former classmates of our current staff. Staff members at Prestige are encouraged to participate in the staff referral program. For every new staff member that is referred by a current staff member and hired, the referrer will receive a \$500 Donors Choose or Amazon gift card (of their choice). To be considered as a referral candidates must select "Current Employee Referral" for how they heard about us when they apply

through the TalentEd career portal. They can then enter the name of the referrer in their application. New team members are considered 'hired' once they have been on the team for one marking period, referral payouts for beginning of year hires go out at the end of marking period 1.

Candidate Travel Reimbursements

We are committed to ensuring that the most talented candidates are participating in in person interviews. Prestige Academy will reimburse candidates for up to \$200 of their travel expenses (flight, train, car rental) if the candidate inquires about reimbursement. In those instances where the Administrator believes that Prestige may risk losing the candidate to other competition, feels a sense of urgency to bring the candidate in as soon as possible, or believes that the reimbursement would entice the candidate to choose Prestige, he/she may present the reimbursement option in lieu of waiting for the candidate to inquire. If an offer is extended and accepted the candidate's expenses will be reimbursed at 100% up to \$1000 once his/her signed offer letter is received.

The Administrator must notify the Talent Team of his/her intention to reimburse a candidate prior to extending the offer so as to ensure that the Talent Team can effectively manage the recruitment budget. In order to receive reimbursement, the candidate must fill out a Prestige reimbursement form, provide hard copy receipt of the expense and submit both items to the Administrator. Administrators should then submit these forms to the business office.

Team Participation in Recruitment Events

At the start of the school year the Talent Team will make available to all staff the opportunity to be involved in the recruitment and selection process for additional hourly compensation. Those selected to be screeners must commit to an hour long training session prior to their first screening event. There might also be additional meetings throughout the year depending on the need to have follow-up norming meetings. Screeners are compensated at \$30 per hour and they must complete an hourly log and submit it to the Administrator to be compensated. Additionally, staff members will be invited on a case by case basis to participate in offsite recruitment events. In that case that these events take place outside of the school day these team members will also be compensated \$30 per hour for their time.